



WATERFALL
EARLY LEARNING SCHOOL

ELS Newsletter



FROM THE PRINCIPAL

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Dear Parents

Almost two weeks ago our eyes were cast in a heavenly direction gazing at the incredible blood moon which is the longest lunar eclipse set to occur in the 21st Century. A lunar eclipse occurs when the sun, earth, and moon are directly aligned, and the moon's orbit brings it directly into Earth's shadow. Always surrounded by an aura of mystery, the moon and its possible influence over human behaviour has been an object of ancestral fascination and mythical speculation for centuries. But is there any science behind these myths?

To establish if lunar phases somehow do affect humans, an international group of researchers studied children to see if their sleeping patterns changed or if there were any differences in their daily activities. The results were published in *Frontiers in Pediatrics*. Dr. Jean-Philippe Chaput from the Eastern Ontario Research Institute and his team decided to perform research on children which would be particularly more relevant because they are more amenable to behavioural changes than adults and their sleep needs are greater than adults.

The study was completed on a total of 5 812 children from five continents. The children came from a wide range of economic and sociocultural levels, and variables such as age, sex, highest parental education, day of measurement, body mass index score, nocturnal sleep duration, level of physical activity and total sedentary time were considered.

Data collection took place over 28 months, which is equivalent to the same number of lunar cycles. These were then subdivided into three lunar phases: full moon, half-moon and new moon. The findings obtained in the study revealed that in general, nocturnal sleep duration around full moon compared to new moon reported an average decrease of 5 minutes (or a 1% variant). No other activity behaviours were substantially modified.

'Our study provides compelling evidence that the moon does not seem to influence people's behaviour. The only significant finding was the 1% sleep alteration in full moon, and this is largely explained by our large sample size that maximizes statistical power,' said Chaput. The clinical implication of sleeping 5 minutes less during full moon does not represent a considerable threat to health.

Just like the heavenly bodies we too, parent, teacher and child need to be aligned, however, we need to be aligned consistently - every day, through every phase of the moon and through every season. Let us keep the flow of communication constant and effective ensuring that our young children are best supported, nurtured and sleep well every night!

ELS Sport's Day

Twenty Three days and counting... We cannot wait to get moving and have fun outdoors on our Senior Preparatory field at our ELS Sports Day. Please remember to diarize Friday, 31 August for a fun-filled family morning. Come dressed in takkies and your child's class colour/colours ready to participate in three-legged races and the Tug of War. Coffee vendors will be available to ensure your energy levels remain at an all-time high.

Parent Evening Talk

Presenter: Paul Bushell, Clinical Psychologist and Author

Topic: #raisingkids To Thrive in a Constantly Changing World: *Why Emotional Intelligence is one of the most important job skills for the present and the future.* Paul will discuss various aspects of Emotional Intelligence which includes empathy, resilience, curiosity and innovation, self-image, embracing diversity and communication.

Date: Tuesday, 28 August 2018 @ 18:30

Venue: George Balios Auditorium in SP Building

Wishing all our families a relaxing long weekend and to our Moms ...



Warm regards
Dr Bev Evangelides

DATES TO DIARISE

09 August	National Women's Day - School and Adventure Zone Closed
10 August	National School Holiday - School and Adventure Zone Closed
16 & 17 August	Stage 4 Mornings of Song & Dance
20 & 21 August	ELS School Photos
28 August	Parent Evening Talk – Paul Bushell 18:30 George Balios Auditorium
30 August	ELS Spring Sport's Day – 09:00 to 11:00



Stage 1 – An Enquiring Mind



The enquiring mind of a toddler is an abyss of questions which never seems to end. All the *Where, When, What, Who and Why's* that are constantly being asked is a toddlers way of making sense of the world as well as assisting with their cognitive development. With all these questions being raised, we started looking at the human body and what our body looks like inside. We examined an X-Ray on the light box and the children were very interested in what they were seeing.

“What this?” asked Lincoln as they inspected the X-Ray.

We then engaged in a wonderful sensory activity where we created our own X-Ray with paint and earbuds. The cold paint was mixed in a spray bottled and sprayed over the children’s hands leaving an outline of it on a piece of black paper. Then, once the paint had dried the children stuck earbuds onto their outline which represented the bones in our fingers and hands.

“Look Teacher Katy, look at my bones!” said Chelsea excitedly

Teacher Katy, Thuli and Tina

Stage 2 – Sounds in our Environment



Our provocation this term is “Sounds and Movement”. The children have been focusing on body percussion as well as ways of making sounds by using items from our environment. This week we used corrugated cardboard and used objects like sticks, stones and our fingers to create sounds on the corrugated cardboard. The idea is to show the children that sounds can be created from simple objects, not just musical instruments.

The children then decorated the textured paper using kokies which created a different sound. This activity encouraged the development of fine motor skills, auditory perception and sensory experience. The children’s amazement and surprise at hearing the sounds clearly indicated what a valuable experience this simple activity provided. Their reactions and delight were priceless.

Teacher Betina and Florence

Stage 3 – Why Sensory Play is Important



Exposing children to sensory play includes any activity that stimulates the child's sense of touch, smell, taste, sight and hearing. Children learn best and retain information when their senses are engaged.

Stimulating the senses is important as it sends signals to the brain and this helps strengthen neural pathways important for all types of learning. It teaches children about co-operation whilst playing alongside other children involved in the same activity as well as giving the child an opportunity to use descriptive and expressive language.

Sensory materials might be warm or cool, wet or dry, rough or smooth, textured or slimy. Characteristics such as sorting or classifying and math concepts such as more, less, full, empty also comes into play. Fine motor skills are strengthened whilst different materials are handled such as mixing, pouring, measuring, scooping and squeezing. And lastly, sensory play is great for calming an anxious or frustrated child.

In Stage 3D, the children have been exposed to different sensory mediums, in the atelier and in the garden during outdoor play. We have called any slimy medium, "mush, mush, mushane". Whilst working, many children at first used terms such as "this is gross", "I don't like it", "it's yucky" and "it's slimy cold". After becoming involved in the activity and getting used to having dirty hands, the children showed enjoyment.

The best part of sensory play is that it is therapeutic and gives every child an opportunity to succeed.

We hope that our parents will see the value of sensory play and encourage you to try some activities at home.



Teacher Astrid and Sarah

Stage 4 – Representation of Shells



Last term we focused on the concept of *Change*, we explored the life of Nelson Mandela and the change that was brought about through his influence and sacrifice.

The concept of Ubuntu was introduced and we decided to make this the central theme of our Morning of Song and Dance. Through singing, speaking and dancing, the children will be able to express their understanding of Ubuntu and relay this message to the audience.

With this in mind, each Stage 4 class will focus on a different aspect of the show, which includes Jozi (the place of gold), a village, drumming, nature, colourful people and sports. Our class will be focusing on the beach. Exploring all aspects of the big blue sea.



This week the children observed a shell. We looked at the shapes, the colours and the texture of the shell. I thought that it would be a good opportunity to give the children a chance to explore a new form of art called string art. This is when you paint a piece of string and place it between two pieces of paper. Adding pressure you pull the string out and it creates beautiful art representing the form, shape and colours of that of a shell.

This was considered magic according to the children and left them with wide smiles and even wider eyes.

Teacher Jaimy and Sharon

Stage 5 – Vertical Tracing



This week we explored a new way of doing art in the form of vertical tracing. Why would we do something like this? Working on a vertical surface naturally puts the wrist in an extended position which encourages hand stability for a better pencil-grip. The children's drawings are closer to their eyes, which helps with maintaining the visual attention needed for their activity and helps to encourage hand-eye coordination. Directional terms, such as, up, down, left and right help with spatial awareness as it's much easier to understand as the children can relate these words to their own bodies. Now by tracing an object, or even just stabilising a paper to draw on an upright surface, requires the use of both hands AND it requires *proprioception* and strength to hold the object that is being traced! When children move and play, their muscles stretch and contract. *Proprioception* refers to the way joints and muscles send messages to the brain to help coordinate their movement.

This sense also allows us all to grade the force and direction of our movements. As adults, our bodies instinctively know to apply more effort when lifting a heavy box and less effort when lifting a piece of paper. This is something the children unknowingly learn.

While the *vestibular system* tells the brain about balance and moving against gravity, the proprioceptive system helps us coordinate the movement of our arms and legs in an efficient manner to play and move without even having to look. The children didn't even realise how much learning was going on while they were tracing their owls. That's what learning should be about, fun, fun, fun!!

Teacher Annie & Lebo



This Week in the Art Atelier – Playing with Shape and Size



This week in the Atelier the children explored the enlarging capacity of the projector. They had been exploring triangles and were invited to draw one on the glass. They compared the size of the triangle to their hand and then marveled at the vast difference between it and the size of the projected image.

Sarah Spring
Atelierista



Press Release - How to Troubleshoot Android Devices and Your School App

It has come to our attention that there has been a lot of controversy in relation to how to get the App to work to its full potential on Android devices and that some users are experiencing a lot of issues with the services provided by the App.

First and foremost please be aware that we at iSchoolApps are continuously upgrading and coding to come in line with the latest advances in device technology, this includes Android software as well as device hardware. Due to advancing with the times it does mean that some features within the App may not be supported on older style devices or software versions.

Our Android app software is optimized to work on contemporary and widely used Android devices running Android 4.0 and up! However, many manufacturers extensively modify the Android OS for their own devices and our apps may not work on them (e.g. Amazon Kindle and Barnes & Noble Nook devices).

Should you be experiencing issues with your device compatibility you can contact your school or email us at admin@touchline.com.au with information about your device and the OS it is running and we can verify compatibility.

However, some of the issues that are being encountered can be combated by troubleshooting through the following scenarios to make sure that your device is set up correctly for the App.

1. If you have the App already installed on your Android Device, first check for any updates available on the App at the Play Store. (Sometimes you may not have your device set for automatic updates).
2. If an Update is available - Run the update for install on your Android Device.
3. If this does not seem to fix the issue you are experiencing or no updates are available for download, the next solution is to do an Uninstall.
4. Go to the Google Play Store for the App and select Uninstall. This will remove the App from your Android device completely.
5. Once Uninstall is complete, it is recommended that you do a restart of your Device.
6. Once your Device is up and running again - Go the Google Play Store, search for App Name for your School - Select Install.
7. Once the Install is complete - you can select Open.
8. Upon first Open of your App on your Android device, it is important that when asked **Location** is required to receive location specific push notifications and other features - **Not Now** and **Allow** that you select **Allow** to be able to receive all push notifications that are sent from your school.
9. You will then be asked **Allow to access this devices location?** If you select **Deny**, you will not have the ability to receive Push Notification messages. You should select **Allow**.
10. This has now set your App up on your device correctly allowing all features to be available.
11. Located in the top right hand corner of the App is a Cog Icon. click on this Icon and in the **About** section you can see the **Privacy Policy** for the App. This outlines the fundamental principles of personal information and push notifications and more.

12. If you are finding that you do not have up-to-date information in your App you can do a general refresh - Close the App and then go back into the App however you may also want to do a Clearing Cache/Data on Android:

1. Exit the app.
2. Open "Device Settings."
3. Select "Applications/Application Manager" from the Settings list.
4. Select the app from the list.
5. Select the "Force Stop," "Clear Cache," and "Clear Data" options.
6. Relaunch the app to view any changes.

13. If you are still experiencing some issues in relation to receiving Push Notifications please note that Samsung has adopted some of the cheaper device models stringent and aggressive Battery Saving Optimisation Settings. A Press Release was issued earlier in 2018 in relation to this. How to check for this and update please follow the following instructions. If you are experiencing these issues, here is a way to fix this through changing some settings on your Android device.

1. Go into settings, search for "apps" (wait a few seconds for the setting page to load because Samsung's software is laggy) and click into it.
2. Once inside "apps," hit the three dots on the upper right corner, go into "special access."
3. Once inside special access, go to "optimize battery usage."
4. From here, tap on the dropdown menu saying that says "apps not optimized" and switch to "all apps."
5. Once all your phone's apps are shown, find the apps *you want to receive notifications as they come through*, and tap on the switch to turn it off.
6. (You have to *turn off the switch* to ensure the phone doesn't automatically kill your app, so you can get notifications on time)

Should you still be experiencing issues with your Android device please do contact your school or us at iSchoolApps so our IT & Development Team can look into and resolve the issue for you.

SAVE THE DATE



ELS SPORTS DAY

31 August 9H00 -11H00

**Make Sure your CLASS
IS COLOUR ready!**

**ALL CLASSES WILL be COLOUR CODED!
PLEASE START LOOKING OUT FOR a T-
SHIRT.**

**THESE DO NOT HAVE TO be NEW and
CAN be PLAIN or PRINTED!
ANY COMFY BOTTOMS WILL do.**